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| **The CCSS Standard: 3.NBT.2**  **The Envision Lesson: 4-6: Problem Solving: Draw a Picture and Write a Number Sentence** | |
| **VOCABULARY WORDS** | |
| Sum, difference, round, estimate (review)  Subtraction, bar diagram | |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Review vocabulary from past lessons by playing the “Fly Swatter” game, as follows:   1. Write the words sum, difference, round, estimate on the board. Choose two students to come up to the board. Give each one a fly swatter. Their job will be to swat the word that matches the stated definition before their opponent. Read the definitions for each word. Kids will swat the words. 2. As you play, connect the words to what the terms would tell you to do in a story problem |  |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| Tell students that we will be using bar diagrams to solve story problems today in math. Introduce and explain vocabulary terms subtraction and bar diagram. |  |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| Watch the learn slide show together. Do the guided practice together using whiteboards and markers to check for student understanding. You may want to use manupalitives with this activity. |  |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| Put the kids in partners. Assign page 100 (5-11 odds; early finishers will also finish the even problems). After the assignment, discuss strategies and answers as a class. |  |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| 4-6 Quick Check Worksheet |  |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Kids will reflect on today’s activity in their math journals. You may want to use a question from the Power Statements handout from the Math Academy Workshop. | |
| **HOMEWORK**  Kids can write their own word problem and have a partner solve it in class. | |
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